

Combining Sentences and Sentence Parts

STUDENT OBJECTIVES

- Identify and use techniques to combine sentences and sentence parts

RESOURCES AND PREPARATION

You will need photocopies for students of:

- Student Lesson Summary** p. 53
- Practice Worksheets**, Levels A and B, pp. 54–55
- Reteaching Worksheet**, p. 57

Teach

- Combining Sentences and Sentence Parts:** Write the following pair of sentences on the board.

EXAMPLE

Krista loves detective stories. Pam loves detective stories, too.

- Call on a volunteer to cross out repeated words in the second sentence.
- Then call on another volunteer to rewrite the ideas in the two sentences as one statement. (*Krista and Pam love detective stories.*)
- Tell students that looking for repetitive or choppy sentences is a good way to know when to revise their writing by “sentence combining,” as they have just done
- Point out that taking information from two or more short choppy sentences and combining it into one sentence can add variety and interest to students’ writing.

- Teaching Combining Sentences and Sentence Parts:** Distribute the **Student Lesson Summary**. Go over the **Academic Vocabulary**, making sure students can differentiate between a complete sentence and a sentence part. Then review the three basic techniques for combining sentences, as follows.

- Go through the examples in **Step 1**, pointing out the *unnecessary* repetition that was cut. Elicit that the first revised version contains a compound subject, while the second revision contains a compound direct object. Write the following example on the board, and ask students what sentence part is made compound in the revision. (*compound adjective*)

EXAMPLE DRAFT

The photo is small. The photo is clear. (repetitive and choppy)

EXAMPLE REVISION

The photo is small but clear. (concise and lively)

- Go through the examples in **Step 2**, highlighting phrases that have been used in the revisions. Ask why the phrase in the last example must come near the subject, “the result.” (*The phrase a soggy mess describes the results of the baking.*)
- Have students walk through the examples in **Step 3**, inviting volunteers to describe what change was made in each revision and why.

- Guided Practice:** After students walk through the examples in the **Lesson Summary**, write the following examples on the board.

COMBINING SENTENCES AND SENTENCE PARTS, CONTINUED

- **Conjunctions:** Ask students to combine each sentence pair using one of the techniques they learned.

EXAMPLES

My mother is a lawyer. My father is a veterinarian.

You study hard. You'll get good grades.

*(Sample: My mother is a lawyer, **and** my father is a veterinarian. **If** you study hard, you will get good grades.)*

- **Punctuation:** Direct students' attention to the example revision sentences on the **Lesson Summary**. Then review the following uses of commas with students, having student volunteers write an example on the board for each rule:

Comma Rules:

1. Do **not** use a comma when combining sentence parts unless there is a series.
 2. Use a comma before the conjunction in a compound sentence.
 3. If a complex sentence begins with a subordinate clause, a comma is used at the end of the clause. However, if a subordinate clause follows an independent clause, no comma is needed.
- **Conjunction Pairs:** Point out that sentences can also be combined by using pairs of conjunctions such as *either/or*, *neither/nor*, *both/and*, and *whether/or*. Write this example on the board:

EXAMPLE DRAFT

We can attend the concert this afternoon. We can go to the lake this afternoon.

EXAMPLE REVISION

Either we can attend the concert this afternoon, or we can go to the lake.

Explain that, with conjunction pairs, if the sentence is very brief, no comma is required. Illustrate as follows.

EXAMPLE

Either we can take the bus or we can walk.

QUICK CHECK. Write each sentence pair on the board and ask students to combine the two sentences and rewrite them as a single sentence.

Pair 1: The living room was small. The living room was sunny.

(The living room was small and sunny.)

Pair 2: We turned off that TV program. We found it boring.

(Because we found that TV program boring, we turned it off; OR, We turned off that TV program because we found it boring.)

Practice and Apply

Activities on combining sentences and sentence parts appear on pp. 54–55.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level or above-level students.

Sample Answers: Practice Worksheet A

1. *Ronda enjoys books by Judy Blume and by Scott O'Dell.*
2. *Our neighbor speaks French, Spanish, and Italian.*
3. *Frederica found a photograph and a diary in the attic.*
4. *My dad, a skilled mechanic, repairs furnaces.*
5. *We went on a whale watch and saw three whales.*
6. *Rick hates making oral book reports, but he doesn't mind written ones.*
7. *The last book Paula read was Island of the Blue Dolphins, and she enjoyed it very much.*
8. *The book cover, a picture of horses, caught my attention.*
9. *This summer my reading list is rather short, but it contains some exciting books.*
10. *Tom enjoys talking to groups because he is comfortable making oral reports.*

Sample Answers: Practice Worksheet B

1. *A poor woodcutter lived with his wife in a humble cottage.*
2. *After a fairy granted him three wishes, the couple discussed their good fortune at dinner.*
3. *When the hungry husband carelessly wished for a sausage, a huge sausage fell onto the table.*
4. *Because the wife complained about his wasteful wish, the husband made another wish.*
5. *How startled they were when they saw the sausage hanging from the wife's nose!*
6. *Homer composed and recited epic poems in ancient Greece. The Odyssey and the Iliad are two of his great works. Odysseus, the hero of the Odyssey, travels home after a war and experiences difficulties along the way. Many different characters and events delay him. Scheming gods and horrible monsters set traps for him. Cyclops, a giant one-eyed monster, captures and threatens Odysseus. Odysseus thinks fast and invents a clever trick to escape. After he and some of his companions blind the monster, they race to the shore and sail away. The furious Cyclops curses them and vows revenge.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

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- **Practice Worksheet A:** Students should answer at least eight out of ten items correctly.
- **Practice Worksheet B:** Students should answer four out of items 1–5 correctly and should use sentence combining effectively in item 6.

COMBINING SENTENCES AND SENTENCE PARTS, CONTINUED

For students who need reteaching, review the **Student Lesson Summary**. Focus on the examples, and relate them to one or two new examples brainstormed with students. Point out any repetitive or choppy sentences in the “draft” examples. Stress that the repetitions and choppy disconnected quality of the writing are both good signals that sentences should be combined. Then have students complete the **Reteaching Worksheet**, p. 57.

Sample Answers: Reteaching Worksheet

1. *Christian Miller, a young animal lover, lives near Palm Beach, Florida.*
2. *Chris cared for sea turtles on a beach near his home.*
3. *Chris received training for his work from Florida Department of Natural Resources.*
4. *Chris helped the turtles for hours a day during nesting season.*
5. *After the turtles hatch in the sand, they head for the ocean.*
6. *Some baby turtles have a hard time digging out of the sand, and they need extra help.*
7. *The turtles might not have made it to the water, but Chris was there to assist them.*
8. *Chris knows the location of the 400–600 nests on his beach.*
9. *Because he wants to send his findings to the government, he keeps careful records.*
10. *Although the job of monitoring sea turtles is hard, Chris finds it rewarding.*